DISCOVERING STUDENTS' VIEWS ON ONLINE CLASSROOM ACTIVITIES: EXPLORATORY DESIGN

ANALYN A. TORCUATOR
BEATRIZ D. GOSADAN
OLDRIC J. LICAROS
THERESA T. EGUIA

ABSTRACT

This study on exploratory sequential mixed methods research design examined the students' views on online classroom activities. The exploratory sequential mixed method design is characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative phase of data collection analysis, with a final phase of integration or linking of data from two separate strands of data. More specifically, it aimed to construct, develop and evaluate the students' views on online classroom activities scale. In the qualitative phase, there were seven students who participated in the in-depth interview and ten students participated in the focus group discussion. There were three themes that emerged from the interview that put emphasis on early deadlines, no feedback, and easy. A 30-item students' views on online classroom activities scale was also constructed based from the results of the interview, which was subjected to the quantitative phase. In the quantitative phase, 200 questionnaire responses were analyze for exploratory factor analysis (EFA). Results showed three underlying dimension of students' views on online classroom activities. A total of three themes on students' views on online classroom activities questionnaire was developed which are early deadlines with a total of ten items, no feedback with a total of eight items, and easy with a total of nine items and the overall the scale has a total of 27-item questionnaire.

Keywords: Online Classroom Activities, Secondary Students, Exploratory Sequential Design, Factor Analysis, Kidapawan City, Philippines

INTRODUCTION

Currently, the educational system has faced an unprecedented health crisis because of the COVID-19 pandemic. To mitigate the adverse impact of the pandemic on education, responses like curriculum revisions, provision for technological resources and infrastructure, shifts in the academic calendar, and policies on instructional delivery, assessment and importantly migration of full online learning until face-to-face instruction is allowed were implemented (Almaiah et al., 2020). However, the adaptation of online learning post a big questions if all students have the internet and the necessary means (computers or smartphones) to access online classes. Kotowicz (2020) reported that about 20% of students do not have technical resources to access online classes, and this number rises approximately to 1/3 when public schools is considered and in higher education, data indicates that about 0.4% of students over 16 do not have the internet (Instituto Nacional de Estatística, 2019).

With these existing problems on online learning, students' activities and assessment are compromised. Under this online learning, instructors are particularly challenged to convey their intentions accurately and provide effective activities that can appropriately give feedback to help students achieve the targeted learning objectives (Adarkwah, 2021). A study also noted that this distant nature of web-based teaching and learning renders difficulties in the area of observational and participatory assessments (Oncu & Cakir, 2011). In particular, Beebe et al., (2010) have found five concerns that can affect the effectiveness of online activities that includes: (1) time management; (2) student responsibility and initiative; (3) structure of the online medium; (4) complexity of content; and (5) informal assessment.

The current online learning brings new and unique circumstances to students due to lots of restrictions because of the pandemic. Given today's uncertainties on education, it is essential to gain understanding of students' views on online learning activities in times of the COVID-19 pandemic. Although, there have been many studies that have investigated this area with a focus on students' challenges on online learning. However, this study is more focus on students' challenges in an online learning while this pandemic is going on. In this sense, it is vital to give new insights of how this pandemic shapes new challenges on students under online learning.

Addressing these areas would shed light on the extent of challenges that students experience in a full online learning space, particularly within the context of the pandemic. Meanwhile, the understanding of the views of students on the online activities and how students use to overcome their challenges would provide relevant information to school administrators and teachers to better support the online learning needs of students. This information would also be critical in revisiting the typology of strategies in an online learning environment.

FRAMEWORK

In this new learning modalities, it is expected that students are experiencing different moods towards learning. Either they feel more excited or feel anxious on the new way of teaching and learning. The success of this new method of instruction (i.e., online learning instruction) relies on how students are motivated to adapt in this new kind of learning resources.

As a pragmatic point of view, this study believes that classroom activities are essential factors in building students' motivation and interest on their learning. As such, through activities, students can be able to practically apply what they have learned in class. Thus, by assessing their views on this classroom activities will be e great help for teachers to evaluate and match their activities based on students' views.

With this, the views of students on online classroom activities is grounded on self-determination theory. In particular self-determination theory is a broad motivational framework that is centered on the beliefs that all humans have basic innate psychological needs of autonomy, relatedness and competency and those social environments play an important role in the actualization of these needs (Deci & Ryan, 2002; Deci, Vallerand, Pelletier, & Ryan, 1991). According to self-determination theory, motivation can be categorized into distinct types along a self-determinant continuum. Amotivation lies on one extreme end of the continuum and

represents a complete lack of motivation. People who are motivated either do not act or act passively. At the other extreme end lies intrinsic motivation which represents the pinnacle of self-determined behaviors. Individuals who are intrinsically motivated perform activities for their inherent fulfilment rather than some external stimuli. In the middle band lies extrinsic motivation which can be further differentiated into three types: External regulation, Introjection, Identification. External regulation is caused wholly by externally imposed rewards or punishment. Introjection occurs when individuals impose their own internal rewards or constraints (e.g. guilt, shame or obligation). Identification.

However, online learning and studying at home, is undeniably prone to interfere students' study habits. Students may be too lazy to study and answer online activities by themselves and always want to play or watch TV. When students encounter difficult problems, they are too lazy to try to solve the problem by themselves. Therefore, it can be said that the family learning environment does not really allow students to study seriously. Coupled with the lack of attention from parents and teachers.

The self-determination theory has been used as a conceptual framework to understand the role of motivation in students' learning (Deci & Ryan, 1995). As stated by self-determination theory, there are types of motivation that drives a certain behaviour and this can have a huge impact on the physiological and psychological functioning of a student. This includes: intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation, which is also referred as the self-determined type of motivation, explains some different reasons for an individual to participate in an activity, such as for pleasure, learning, or task completion. Extrinsic motivation on the other hand, drives behaviors which are mainly because it leads to a positive outcomes. Lastly, amotivation is the absence of motivation defined as the lack of desire, intention, or ability to so a certain task (Ntoumanis et al., 2009).

Meanwhile, the students' effective adaptation on this online learning instruction is claimed to be influence by having high motivation and who self-regulate their learning actively adjust their thoughts, feelings and behaviors, and can influence their learning practices and learning motivation despite of any circumstances (Boekaerts & Corno, 2005). Similarly, according to Anderman (2003) students' motivation is considered as one of the most significant determinants of the learning performance in school. With these, motivation is seen as an important factor in sustaining student's interest in learning despite of any psychological and mental health issues face by students under Covid-19 pandemic.

METHODS

Research design

This utilized an exploratory sequential research design. Exploratory research is defined as research used to investigate a problem which is not clearly defined. It was conducted to have a better understanding of the existing problem but will not provide conclusive results. For such research, a researcher starts with a general idea and uses this research as a medium to identify issues, which can be the focus for future research. Specifically, the researcher conducted an individual interview to those teachers who have experience the current online learning environment. Moreover, observation was observed and take notes of the views of students on

online classroom activities. In this way, the researcher becomes part of the social world and, through interviews, observation and document analysis is able to collect data. This data was used to create a rich description of the views of students on online classroom activities in the current online learning environment, their experience through a naturalistic process of inquiry.

On the other hand, Creswell (1998) points out that qualitative researchers must "participate in a form of social and human science research that does not have firm guidelines or specific procedures and is evolving and changing constantly". A classroom changes and evolves daily. Students enter in the instruction with their own particular issues and approach the coursework with their own biases and thoughts. A qualitative researcher has the ability to, over a long period of time, document and reflect upon observations which occur in the natural setting of a classroom. As the researcher begins to blend into the students' experiences over time and become accepted by the members of the social world, authentic data will be collected.

Respondents

For the preliminary (qualitative) aspect, a total of ten selected public and private high school students in Kidapawan City was invited for an in- depth interview. The results of the interview were then be used to identify the emerging themes as well as to generate a questionnaire. The participants were determined using a snowball sampling technique. It is a non-probability method of participant's selection.

In the quantitative measurement, a total of 200 students was invited to answer the generated quantitative survey for exploratory factor analysis and confirmatory analysis. After the conduct of 200 questionnaires another 30 participants are requested for reliability test.

Instruments

This research formulated an interview guide question based on the objectives of the study. These interview guide questions were asked to the participants in the interview and during the focus group discussions. This interview provided students' views on online classroom activities.

Meanwhile, experts were invited to perform content validity of the interview questions and to check the sustainability of the items that captured the underlying dimensions of students' views on online classroom activities. The purpose is to ensure the readability and comprehensibility of the questionnaire.

Statistical Tools

The notes that were obtained from in-depth interview was analyzed using Exploratory factor analysis. This method emphasizes pinpointing, examining, and recording patterns ("or themes") within data. Themes are patterns across data sets that are important to description or phenomenon and are associated to a specific research question (Boyatzis, 1998).

In quantitative data, the Factor analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a multivariate analysis method which aims to explain the correlation between a large set of variables

(items) in terms of an independent set of underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2006) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups. Hare et al. (1998) defined factor analysis as the name given to a group of statistical techniques that can be used to analyze interrelationships among a large number of variables and to explain these variables in terms of their common underlying dimensions (factors). The approach involved condensing the information contained in a number of original variables into a smaller set of dimensions (factors) with a minimum loss of information.

The preliminary phase involved testing the data for suitability using KMO (Kaiser-Meyer-Okin measure of sampling adequacy) which signal in advance whether the sample size is large enough to reliably extract factors (Field, 2009) and Barlett's Test which test for the over-all significance of the correlation within a correlation matrix (Hare, 1998).

The next step involved the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data are utilized in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 are included. After which, it involves rotating the factors using Promax rotation. Rotating the factors is used in order to simplify the factor structure. It is in this phase which the numbers of dimension or factors are determined using the Kaiser rule. Using this method, only the extracted factors whose eigenvalues greater than or equal to 1 are retained. In addition. Cattel's scree plot criterion will be use in which eigenvalue of each dimension or factor is graphed.

The scree plot further validates the number of extracted dimension or factors to be retained. Eigen values are defined by factor loading coefficients (factor loading). These factor loadings are the correlation coefficients between the items or variables presented in rows and the factors or dimensions presented Columns which are labeled as Factor Rotation Matrix (Carpenter, 2006). This stage answers the underlying latent dimensions on teachers' conception on behavior management skills scale. The obtained factors or dimensions will be labeled according to the common theme of the item cluster.

RESULTS AND DISCUSSION

Emerging Themes of Students' Views on Online Classroom Activities

There are three themes that emerge from in-depth interview and focus group discussion with selected students in Kidapawan City that put emphasis on early deadlines, no feedback, and easy.

Early Deadlines. Many participants observed that their online activities have limited time to answer. Most of them complain that oftentimes they are not able to pass their online activities due to limited time set by their teachers to answer their activities. Also, most of the participants complain that once they cannot attend online classes, there is a high tendency that they will missed out their activities because they are not being notified if there are new activities to answer. These are evident in the following quotes from the participants:

> *"There is this instance where I was not able to pass my assignment online because the deadline already cut me off"* (IDI-Participant 6)
>
> *"Sometimes I forgot to answer my activities because our teachers sets the deadline too soon"* (IDI-Participant 1)
>
> *"Our online platform sometimes did not notify us that there is an activity in our class and when we answer it it's already due"* (FGD-Participant 3)
>
> *"When I cannot attend online class, I oftentimes not able to pass activities set because our teacher set the deadline of the activities in just a limited amount of time for us to answer"* (IDI-Participant 5)

Meanwhile, most participants stated that one of the reasons students are not able to pass their online activities is due to internet problem. They claimed that it can be ok if the teachers set the deadlines of the activities too soon as long as they have a stable internet. Yet, given the fact that they need to go to the nearby vendo Wi-Fi just to answer and submit their activities, make it difficult for them to comply with the deadlines. These ideas are present in the narratives of the participants stated below:

> *"It is always my struggle answering my activities in my online class because we do not have intent at home I just travel to a nearby Wi-Fi vendo and when the Wi-Fi vendo is not available, I sometimes not able to pass my assignments." (FGD-Participant 2)*
>
> *"I do not know why our teachers set the deadline of our activities in just a day. I oftentimes failed to submit mine because we don't have stable internet connection at home" (IDI-Participant 7)*

The result on the early deadlines observation by students regarding with their online activities is supported by the study of Park et al. (2019). The researchers claimed that teachers intentionally limit the time to answer the students' activities to minimize the tendency of students to ask and copy answers from their classmates. However, another study argued that although this is good to address cheating issues of students, yet, it add ups to the stress felt by students because they are force to answer the activities as soon as possible (Kirkwood & Price, 2019). And most students find it difficult since there are students who are struggling looking for quality networks.

No Feedback. Many of the participants observed that they are not being given with feedback by their teachers on their performance. Most of them claimed that they do not have the opportunity to check whether they got a correct or wrong answers from their activities, since their teachers do not return the result of their activities. Sometimes most of the participants wonder if their teachers really check their activities of not. These statements can be found on the interview stated by the participants as follows:

"We did not have a chance to check if we got wrong or correct in our activities because our teachers never return our activities after submitting" (FGD-Participant 2)

"I am always curious if I am doing well in class or not because I do not have idea what are my scores in my activities." (IDI-Participant 8)

"I think that my teachers never check my activities because they don't presented me with my scores, just my grades in the subject" (IDI-Participant 9)

Meanwhile, most of the participants asserted that out of curiosity, they even ask their teachers about their scores and their performance in the quizzes and assignments. Yet always the response of their teachers is "ok". While for most of the other students, not knowing their results lessen their stress because they believe that having no idea about their performance is a best way to relieve from academic stresses. These statements are presented from the following narratives during the interview given as follows:

"I always asked my teachers how's my activities? But they all responding me with," its ok"." (IDI-Participant 1)

"It's a good thing that I could not see my scores in my activities because it would just add to my stress in my schooling." (IDI-Participant 10)

The idea on the importance of feedback on students' performance is supported by Jena and Chakraborty (2019). Jena and Chakraborty (2019) claimed that providing students with feedback plays a key role in learning success. Feedback is an important aspect of students learning since it both constantly improve the quality of teaching and to assess the current understanding of students. However, in the context of online learning, teachers are struggling to provide students with ample time for feedback performance since teachers themselves are struggling how to use online learning platform and at the same time, there is time constraints from preparing for the materials for online teaching. These idea makes it difficult for teachers to give feedback on students' performance.

Easy. Many of the participants believed that their online activities are easy. Most of the students stated that all of their online activities can be searchable on the internet. They claimed that as compared to face to face, their activities online is easy since they can use the internet to look for answers from their activities. And since they cannot be monitored by their teachers of where they get their answers, every quiz and exam, they always use the internet to help them answers those activities. These statements are present from the following narratives below:

"I just noticed that our assignment and activities online is not that hard as compared when we are in a face-to-face class" (IDI-Participant 1)

"I can always answer our activities using my cellphone, it is not that hard to answer since there are answers in the internet." (FGD-Participant 7)

> *"This exams and activities in my online class have been easy for me since I always have my internet that helped me answering it." (IDI-Participant 8)*

The result on the observation about the easiness on the students' online activities is in line with the study of Sharoff (2020). It was noted in the study that teachers oftentimes include easy items of the assignment and quizzes of the students online because the teachers also consider the idea that students are struggling to learn online. And for teachers, teachers knew that their teaching performance is not sufficient to comply with students need unlike face-to-face classes. As such, to compensate with the insufficiencies on the support being given to students, and to give students with fair treatment, teachers oftentimes put activities that are just easy for students to answer.

Construction of Students' Views on Online Classroom Activities Scale

Based on the narratives of the participants, the Table 1 presents the students' views on online classroom activities scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. This 30-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to three based on the a priori qualitative analysis dimensions.

Table 1
Students' Views on Online Classroom Activities Scale

ITEMS
I always answer my activities though our teachers sets the deadline too soon.
I was able to pass my assignment online despite the limited deadline.
I am always notified when there is an activity in on due.
I am always able to pass my activities though my teachers set it in just a limited amount of time for us to answer.
I always find ease answering my activities online despite we do not have internet at home.
I always submit my activities even if I don't have stable internet connection at home.
I notice that is common for teachers to set a limited time to answer our online activities
I am always on due with my activities
I feel confident that I could submit all the upcoming activities in class
I am assured that I can get high grades because I have enough time to answer all my requirements
I can check where got wrong or correct in our activities because our teachers return our activities.
I always reminded by my teachers of my performance
I always have idea on what are my scores in my activities.
I think that my teachers always check my activities because they always give me my scores.
I am always aware of my performance in all of my quizzes and assignment in class.
I am motivated to study harder when I see my scores.
I can always assess my learning development because of the updated feedback by our teachers
I feel important because my teachers always give me feedback
I am aware of what are the things I need to improve with my self
I am constantly given enough feedback on my performance in class
I feel that our assignment and activities online is not that hard.
I can always search for the answers of my activities on the internet.
I think that our teachers intentionally make our activities easy
I can always answer our activities using my cellphone.
I always consult the internet whenever I have difficulty answering our activities.
I always have my internet that helped me answering my exams and activities.
I can still answer my activities despite that sometimes I did not attend my inline class.
I have ease answering our activities online

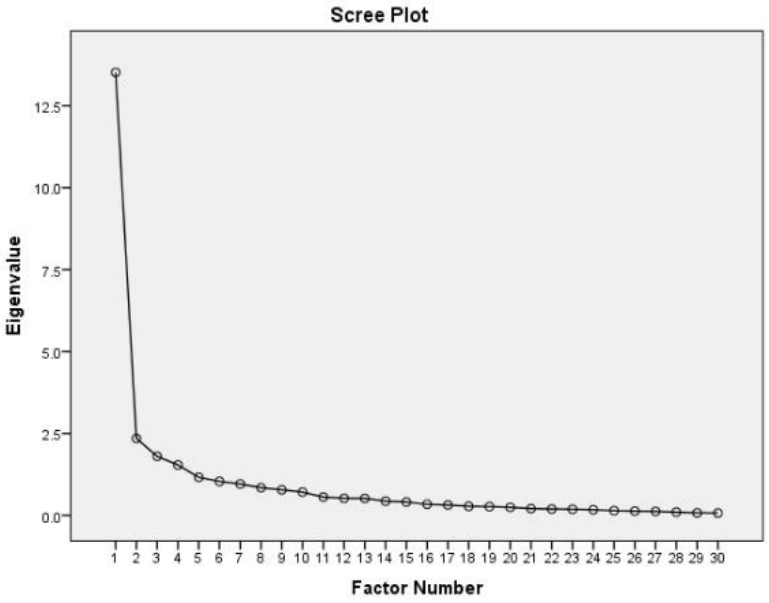
I am confident that I can get high grades because I answer correctly my activities
I am assured that I can perfect my quizzes and exams

Dimensions of Students' Views on Online Classroom Activities Scale

Testing a 30-item Students' Views on Online Classroom Activities Scale. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 3 that KMO value is .885 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974)

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.885
Bartlett's Test of Sphericity	Approx. Chi-Square	4930.870
	Df	435
	Sig.	.000



As shown in the preliminary analysis, it can be generalized that the 30-item students' views on online classroom activities scale is suitable and adequate for extraction of factors, and thus, ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are three dimensions of students' views on online classroom activities. Hence, the three factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and based on the results all the 27 items where accepted and passed the criteria then subjected for rotation and analysis.

After which, the 27 – item construct is then subjected for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The Table 3 shows the pattern matrix using Principal Axis factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loading of items in the three factors are above .4. It can be supported by Filed (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor (Hair et al., 1998).

Table 3
Pattern Matrix Three Factor Model

	Factor		
	1	2	3
I always answer my activities though our teachers set the deadline too soon.	.742		
I was able to pass my assignment online despite the limited deadline.	.560		
I am always notified when there is an activity in on due.	.766		
I am always able to pass my activities though my teachers set it in just a limited amount of time for us to answer.	.628		
I always find ease answering my activities online despite we do not have internet at home.	.892		
I always submit my activities even if I don't have stable internet connection at home.	.699		
I notice that is common for teachers to set a limited time to answer our online activities	.868		
I am always on due with my activities	.865		
I feel confident that I could submit all the upcoming activities in class	.603		
I am assured that I can get high grades because I have enough time to answer all my requirements	.439		
I can check where got wrong or correct in our activities because our teachers return our activities.		.889	
I always reminded by my teachers of my performance		.797	
I always have idea on what are my scores in my activities.		.464	
I think that my teachers always check my activities because they		.554	

always give me my scores.			
I am always aware of my performance in all of my quizzes and assignment in class.	.700		
I am motivated to study harder when I see my scores.	.486		
I can always assess my learning development because of the updated feedback by our teachers	.223		
I feel important because my teachers always give me feedback	.544		
I am aware of what are the things I need to improve with my self	.315		
I am constantly given enough feedback on my performance in class	.444		
I feel that our assignment and activities online is not that hard.			.378
I can always search for the answers of my activities on the internet.			.755
I think that our teachers intentionally make our activities easy			.762
I can always answer our activities using my cellphone.			.644
I always consult the internet whenever I have difficulty answering our activities.			.865
I always have my internet that helped me answering my exams and activities.			.895
I can still answer my activities despite that sometimes I did not attend my inline class.			.544
I have ease answering our activities online			.548
I am confident that I can get high grades because I answer correctly my activities			.425
I am assured that I can perfect my quizzes and exams			.472

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus, can be considered as component of the factor. By using the EFA, the three-factor model of students' views on online classroom activities with 30 items was developed as shown in Table 4, namely early deadlines, no feedback, and easy.

Final Version of Students' Views on Online Classroom Activities. The final version of the instrument, which is the output of this study, is represented in the form provided in Table 4. From 30 items, the analysis suggests several issues on face validity based on factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using EFA, Students' Views on Online Classroom Activities Questionnaire was developed. This tool is consisting of 27 items which consists of four themes. These three themes were obtained from the qualitative results. A total of three themes were developed which are early deadlines with a total of ten items, no feedback with a total of eight items, and easy with a total of nine items. The 5-point Likert-scale from 5-strongly agree to 1-strongly disagree is shown below.

Table 4
Views of Students on Online Classroom Activities Questionnaire

	ITEMS
	Early Deadlines
1	I always answer my activities though our teachers sets the deadline too soon.
2	I was able to pass my assignment online despite the limited deadline.
3	I am always notified when there is an activity in on due.
4	I am always able to pass my activities though my teachers set it in just a limited amount of time for us to answer.
5	I always find ease answering my activities online despite we do not have internet at home.
6	I always submit my activities even if I don't have stable internet connection at home.
7	I notice that is common for teachers to set a limited time to answer our online activities
8	I am always on due with my activities
9	I feel confident that I could submit all the upcoming activities in class
10	I am assured that I can get high grades because I have enough time to answer all my requirements
	No Feedback
11	I can check where got wrong or correct in our activities because our teachers return our activities.
12	I always reminded by my teachers of my performance
13	I always have idea on what are my scores in my activities.
14	I think that my teachers always check my activities because they always give me my scores.
15	I am always aware of my performance in all of my quizzes and assignment in class.
16	I am motivated to study harder when I see my scores.
17	I feel important because my teachers always give me feedback
18	I am constantly given enough feedback on my performance in class
	Easy
19	I can always search for the answers of my activities on the internet.
20	I think that our teachers intentionally make our activities easy
21	I can always answer our activities using my cellphone.
22	I always consult the internet whenever I have difficulty answering our activities.
23	I always have my internet that helped me answering my exams and activities.
24	I can still answer my activities despite that sometimes I did not attend my inline class.
25	I have ease answering our activities online
26	I am confident that I can get high grades because I answer correctly my activities
27	I am assured that I can perfect my quizzes and exams

Legend:
5 - Strongly Agree
4 - Agree
3 - Moderately Agree
2 - Disagree
1 - Strongly Disagree

CONCLUSIONS

In the light of the study, the following conclusions were drawn. The emerging themes highlight the spending behavior of public-school teachers which put emphasis on early deadlines, no feedback, and easy. The result derived from factor analysis indicates that the students' views on online classroom activities has three factors that includes early deadlines, no feedback, and easy. Students' views on online classroom activities with 27 items was develop to measure the students' views on online classroom activities.

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